

## **Linguistics in the classroom: learners as field linguists and teachers as linguistics rights advocates**

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Becoming a lifelong language learner and a confident non-native speaker depends on learners' experiences in the classroom. What we experience and practice in the classroom extends into our attitudes about our own assessment of our English performance throughout our lives. A pedagogical model that brings linguistics into the English classroom and includes community building and non-discriminatory linguistic practices helps learners acquire linguistic skills to perform better and overcome the challenges of being a non-native speaker in professional and social contexts.

In this pedagogical model, English Language Learners increase their overall competence and performance by acquiring and utilizing linguistic skills, and they become learners as language analysts and creators of their internal linguistics knowledge, not just receivers of it (Aygen 2019,a, b, 20022).

Another component of such a pedagogical model aims to prepare ELLS for the linguistic discrimination they will be facing as non-native speakers outside of the classroom. To that end, teachers adopt anti-discriminatory practices and uncover any implicit bias and prejudice for or against any language or accent to create linguistically justified non-discriminatory learning environments where clarity and efficiency in communication are valued more than competent accuracy in language use.